

A C Corcoran Elementary

8585 Vistavia Drive
North Charleston, SC 29406

Grades	PK-5 Elementary School	
Enrollment	463 Students	
Principal	Kenneth R. Plaster	843-764-2218
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	13	56	29	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Good	Good	Yes
2005	Average	Unsatisfactory	No

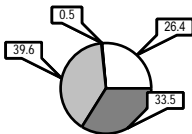
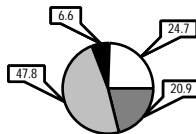
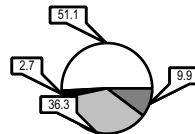
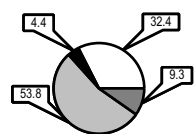
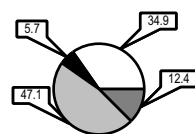
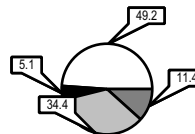
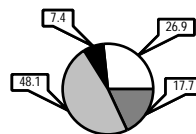
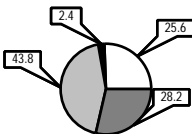
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	208	99.0	25.4	38.9	33.5	2.2	43.8	Yes	Yes
Gender									
Male	97	97.9	29.1	38.4	29.1	3.5	40.7		
Female	111	100.0	22.2	39.4	37.4	1.0	46.5		
Racial/Ethnic Group									
White	55	98.2	16.0	30.0	50.0	4.0	62.0	Yes	Yes
African American	144	100.0	28.1	43.0	27.3	1.6	37.5	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	183	100.0	22.6	39.6	37.2	0.6	46.3		
Disabled	25	92.0	47.6	33.3	4.8	14.3	23.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	208	99.0	25.4	38.9	33.5	2.2	43.8		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	202	99.0	24.4	38.9	34.4	2.2	45.0		
Socio-Economic Status									
Subsidized meals	160	98.8	29.4	44.1	24.5	2.1	35.0	No	Yes
Full-pay meals	48	100.0	11.9	21.4	64.3	2.4	73.8		

Mathematics – State Performance Objective = 36.7%									
All Students	208	99.0	23.8	47.6	20.5	8.1	44.3	Yes	Yes
Gender									
Male	97	97.9	24.4	45.3	19.8	10.5	43.0		
Female	111	100.0	23.2	49.5	21.2	6.1	45.5		
Racial/Ethnic Group									
White	55	98.2	6.0	36.0	38.0	20.0	70.0	Yes	Yes
African American	144	100.0	29.7	53.1	13.3	3.9	35.2	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	183	100.0	22.0	48.2	22.6	7.3	47.0		
Disabled	25	92.0	38.1	42.9	4.8	14.3	23.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	208	99.0	23.8	47.6	20.5	8.1	44.3		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	202	99.0	22.8	47.8	21.1	8.3	45.6		
Socio-Economic Status									
Subsidized meals	160	98.8	29.4	50.3	16.8	3.5	35.7	No	Yes
Full-pay meals	48	100.0	4.8	38.1	33.3	23.8	73.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	207	99.0	49.7	35.7	11.4	3.2	14.6
Gender							
Male	97	97.9	51.2	32.6	12.8	3.5	16.3
Female	110	100.0	48.5	38.4	10.1	3.0	13.1
Racial/Ethnic Group							
White	54	96.4	18.0	58.0	18.0	6.0	24.0
African American	144	100.0	62.5	27.3	8.6	1.6	10.2
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	66.7	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	182	100.0	49.4	36.6	11.0	3.0	14.0
Disabled	25	92.0	52.4	28.6	14.3	4.8	19.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	207	99.0	49.7	35.7	11.4	3.2	14.6
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	201	99.0	49.4	35.6	11.7	3.3	15.0
Socio-Economic Status							
Subsidized meals	159	98.7	57.3	33.6	7.0	2.1	9.1
Full-pay meals	48	100.0	23.8	42.9	26.2	7.1	33.3

Social Studies							
All Students	207	99.0	31.4	53.0	9.2	6.5	15.7
Gender							
Male	97	97.9	37.2	46.5	7.0	9.3	16.3
Female	110	100.0	26.3	58.6	11.1	4.0	15.2
Racial/Ethnic Group							
White	54	98.2	14.0	54.0	20.0	12.0	32.0
African American	144	100.0	37.5	53.1	4.7	4.7	9.4
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	66.7	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	182	100.0	30.5	54.9	9.8	4.9	14.6
Disabled	25	92.0	38.1	38.1	4.8	19.0	23.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	207	99.0	31.4	53.0	9.2	6.5	15.7
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	201	99.0	30.6	53.3	9.4	6.7	16.1
Socio-Economic Status							
Subsidized meals	159	98.7	36.4	53.1	6.3	4.2	10.5
Full-pay meals	48	100.0	14.3	52.4	19.0	14.3	33.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	76	100.0	26.4	37.5	33.3	2.8	36.1
	4	72	100.0	18.2	40.9	39.4	1.5	40.9
	5	60	100.0	37.5	44.6	16.1	1.8	17.9
	6	57	100.0	27.8	42.6	24.1	5.6	29.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	64	98.4	14.0	34.0	52.0	0.0	52.0
	4	70	98.6	30.3	48.5	19.7	1.5	21.2
	5	74	100.0	30.8	35.4	33.8	0.0	33.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	76	100.0	11.1	66.7	16.7	5.6	22.2
	4	72	100.0	12.1	40.9	18.2	28.8	47.0
	5	60	100.0	35.7	48.2	7.1	8.9	16.1
	6	57	100.0	27.8	40.7	22.2	9.3	31.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	64	98.4	18.0	52.0	20.0	10.0	30.0
	4	70	98.6	27.3	50.0	19.7	3.0	22.7
	5	74	100.0	26.2	43.1	23.1	7.7	30.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	64	98.4	40.0	40.0	16.0	4.0	20.0
	4	69	98.6	60.6	31.8	4.5	3.0	7.6
	5	74	100.0	49.2	38.5	10.8	1.5	12.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	64	98.4	20.0	60.0	16.0	4.0	20.0
	4	69	98.6	27.3	65.2	6.1	1.5	7.6
	5	74	100.0	46.2	38.5	7.7	7.7	15.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 463)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.5%	Down from 2.9%	3.5%	3.0%
Attendance rate	95.2%	Down from 95.4%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.4%	Down from 2.7%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.4%	Down from 2.7%	3.6%	3.2%
Eligible for gifted and talented	13.0%	Down from 13.1%	8.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.7%	Up from 5.5%	8.6%	8.2%
Older than usual for grade	1.3%	Down from 1.6%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 34)				
Teachers with advanced degrees	41.2%	Up from 36.8%	47.9%	52.6%
Continuing contract teachers	70.6%	Down from 84.2%	84.9%	83.3%
Highly qualified teachers	93.8%	Down from 100.0%	94.1%	93.5%
Teachers with emergency or provisional certificates	3.7%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	80.9%	Up from 78.4%	86.4%	87.0%
Teacher attendance rate	94.8%	Up from 94.3%	94.9%	95.0%
Average teacher salary	\$37,068	Up 1.0%	\$41,111	\$41,703
Prof. development days/teacher	9.2 days	Down from 14.4 days	13.1 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Down from 16.1 to 1	18.4 to 1	18.8 to 1
Prime instructional time	89.5%	Up from 88.3%	89.7%	89.8%
Dollars spent per pupil*	\$4,965	Down 1.6%	\$6,439	\$6,242
Percent of expenditures for teacher salaries*	72.4%	Up from 68.9%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This report card is presented annually to give the parents, community, and interested citizens the status of A. C. Corcoran Elementary School. The report is designed to give the reader a snapshot of the progress of the school, faculty, staff, and students.

The administration, faculty, and staff use the information to develop strategic plans for improvement. With the Charleston County School District's theme, "Achieving Performance Excellence" (APEX) as the backdrop, the mission at A. C. Corcoran is to provide instruction that will enable students to reach their potential. The professional staff continues to strive to reduce the number of students scoring below basic in reading and mathematics on the PACT by 10% each year. Strategies are used to increase the number of students scoring proficient and advanced.

The test results indicate that improvements are being made towards achieving the stated goals. The report card absolute rating was good, and the improvement rating was good for the 2003-04 school year. The Adequate Yearly Progress (AYP) requirements of the No Child Left Behind Act were also met.

Volunteers continue to provide excellent support to the teachers and students. The number of volunteers increased significantly, and the volunteers were honored with an end-of-year breakfast.

During the 2004-05 school year, teachers have received training in implementing the coherent curriculum, MAPS assessment, and differentiating instruction. This training has helped in the implementation of the Charleston Plan for Excellence.

John Walter, SIC President
Kenneth R. Plaster, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	59	32
Percent satisfied with learning environment	91.2%	82.5%	90.6%
Percent satisfied with social and physical environment	91.2%	78.9%	87.5%
Percent satisfied with school-home relations	41.2%	84.2%	78.1%

*Only students at the highest elementary school grade level at this school and their parents were included.